



**University of Northern Colorado**  
**Department of Applied Psychology and Counselor Education**  
**APCE 669 Advanced Methods: Couples and Family Therapy**  
**Fall 2023**  
**Lowry Campus-Denver**  
**November 17, 18, 19 and December 1, 2, 3**  
**F 4-10, S 8-5, U 8-4**

**Instructor:**

Lia Softas-Nall, Ph.D.

Professor Emeritus-Counseling Psychology and Professional Counseling

Licensed Psychologist

AAMFT Clinical Fellow-American Association Marriage and Family Therapy

Nationally Certified Counselor

**Instructor qualifications:** Dr. Softas is a graduate of the Ball State PhD program in Counseling Psychology (APA accredited). She has taught as a professor for 31 years at UNC and has extensive teaching and clinical experience in Colorado and internationally. Her areas of specialization among others include systemic thinking in counseling, and couples and family therapy. She has numerous publications on diversity, couples/families, gender, and many other topics related to counseling/clinical practice.

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**Course Credit:** 3 semester hours

**Prerequisites:** APCE 665 Family Systems

APCE 612 or 702, or can be taken concurrently with 612 or 712

**Course Description:** Course expands on family therapy models presented in APCE 665 and includes other significant models. Training activities include diagnosis, assessment, case presentations, enactments, video use and case analysis, use of evidence-based interventions.

**REQUIREMENTS**

1. Class attendance and participation (50x2=100 points)
2. Demonstrate knowledge of viewed streamed cases viewed prior to each weekend (25x2=50 points)
3. Presentation and written materials of role-played cases (75x2=150 points)
4. Two model papers/midterm and final, and reflection (100x2=200 points)

Total points: 500

***Class attendance and participation (50x2=100 points):*** One unexcused missed class (3hrs) will result in a reduction of one letter grade. Be present when class starts and ends (and for all that happens in between). Repeated tardiness or unexcused absences will result in a total course grade reduction of at least one letter grade. Active participation is important because this is an experiential class. Participation in role-plays is

very important. You are expected to give feedback in the role plays and contribute with your clinical judgment on cases. Professionalism in role-plays and presentation of cases is required, treat them as if they are real cases. In role plays demonstrate minimal competency levels.

***Demonstrate understanding in discussions of having viewed streamed cases in preparation for the class (25x2=50)*** During discussions in class volunteer information in relation to the viewed clinical cases and work to integrate with the model.

***Two model papers/midterm and final, and reflections (100x2=200 points)***: Paper due at the end of each weekend on model summaries and reflection of models/cases and transitioning to systemic skills. An outline will be discussed in class and in general the questions include:

- Conceptualization
- Goals
- Process/stages
- Techniques
- Role of therapist
- Evidence

Reflective questions will include a discussion on your chosen model:

- What is appealing to you philosophically/conceptually/practically about the model? How does it relate to your future goals?
- What do you find challenging and what do you plan to do to make the best out of the challenge?
- What do you perceive as the strengths and limitations of the model in general and for you personally?

More questions may be added, and a rubric will be posted on CANVAS.

***Presentation of role-played cases with co-therapist (100x2=200 points)***: Present an overview of the system role played, SOAP notes, treatment plans, and summary of feedback of two cases. A copy of the written materials used in the presentation need to be emailed to the professor.

A. Case notes:

- Case notes must be written in a systemic, thorough manner and integrated with the chosen model of treatment.

B. Treatment plan:

- Include a basic diagram/genogram including ages, gender, names, and any ethnic, religious, sexual orientation, any diversity information
- The language of the treatment plan needs to be integrated with the model chosen, and needs to be strength-based
- Multicultural and developmental issues need to be addressed
- Include evidence-based treatment suggestions
- Include any ethical and legal concerns that need to be addressed

C. Summary of feedback and self of therapist:

- Include the comments made by the class
- Reflect on what came easy for you in the case and the whole setup, any challenges you encountered and your plans to overcome them, family members or issues that pushed your buttons, where that came from, and how you plan to overcome these challenges
- Reflect on the ORS ratings (Miller et al., 2003) and how to integrate this client feedback for the next session

- Incorporate reflection on both your strengths and your areas of growth

**Evaluation scale:**

A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
F	Below 60%

**Some areas to pay attention throughout class:**

*Active participation in discussions and role plays:* Active participation in being a therapist, co-therapist, and family member in role-play activities is required. Giving and receiving feedback is extremely important. Supervision in role-plays will consist of remaining consistent within the goals and process of chosen model, and common factors adherence. Role plays can become very real; it is your responsibility to discuss anything which felt uncomfortable as a “family member,” therapist and/or supervisee or if you need something different during feedback sessions. Professional demeanor is expected in role play cases , paperwork, and all that involves role play clients and situations. Actively participate in class discussions. Stay open to feedback and seek to understand it to make it a growth experience.

*Showing initiative:* It is also important to show initiative in finding information pertinent to cases, i.e. websites such as APA’s, ACA’s, AAMFT’s and other sources which would be helpful readings to become more effective if you were to have a second session with your role play cases.

**CACREP STANDARDS**

This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes.

Upon successful completion of this course students will:

1. Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals (CACREP MCFC.A.3)
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, case presentations and role-plays.
  
2. Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning (CACREP MCFC.C.2).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, theory presentations and role-plays.

3. Use systems theory to conceptualize issues in marriage and family therapy (CACREP MCFC.D.2).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, case presentations and role-plays.
  
4. Understand how living in a multicultural society affects couples and families (CACREP MCFC.E.1).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, theory presentations and role-plays.
  
5. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples) (CACREP MCFC.E.2).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, theory and case presentations and role-plays.
  
6. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client (CACREP MCFC.E.4).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, theory presentations and role-plays.
  
7. Understand the effect of local, state, and national policies, programs, and services on diverse family systems (CACREP MCFC.E.5).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, theory presentations and role-plays.
  
8. Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho-educational and personality assessments (CACREP MCFC.G.1).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, reflections, theory presentations and role-plays.
  
9. Understand marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society (CACREP MCFC.G.2).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, theory presentations and role-plays.
  
10. Apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective (CACREP 3MCFC.H.1).
  - a. Covered in class readings and discussions.
  - b. Assessed by written conceptualizations, theory presentations and role-plays.
  
11. Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in marriage and family therapy (CACREP MCFC.I.3).

- a. Covered in class readings and discussions.
- b. Assessed by written conceptualizations, theory presentations and role-plays).

### **PROFESSION WIDE COMPETENCIES (PWCs)**

Counseling Psychology Students are expected to adhere to PWCs as outlined in the CP Handbook

**ETHICAL AND LEGAL STANDARDS:** All students are required to know and adhere to the American Psychological Association's ethics code. Ethical violations may result in failure of the course and possibly dismissal from the program. As students training to be counseling psychologists in health service psychology, you are expected to demonstrate competence in the following areas:

- Be knowledgeable of and act in accordance with each of the following:
  - The current version of the APA Ethical Principles of Psychologists and Code of Conduct.
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
  - Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
  - Conduct self in an ethical manner in all professional activities.
  - Apply knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in an ethical manner.

**COMMUNICATION AND INTERPERSONAL SKILLS:** Communication and interpersonal skills are foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and it is expected that these skills are evident from you throughout your time in the program, which include the following:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- Apply knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions.

**PROFESSIONAL VALUES AND ATTITUDES:** You are expected to respond professionally in increasingly complex situations as a student training to be a counseling psychologist in health service psychology. Based on this competency area, students are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

- Respond professionally to increasingly complex situations with a greater degree of independence as they progress across levels of training.
- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues related to professional values and attitudes.
- Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).

#### **CONTENT AND METHODS OF INSTRUCTION:**

This course is a pre-practicum course in preparation for APCE 694 (Practicum in Couple and Family Therapy-CFT). It is also a continuation to APCE 665, the introductory class in Family Systems, therefore there is some overlap. It is more experiential and designed to be more applied with role-plays, application of models, and conceptualization.

The class is organized with reviewing models, role-plays, and consolidation of information via discussion and reflection. Below is an elaboration on the three main ways of learning, which overlap at times and in the order that it makes sense to cover the material.

About one third of the overall class time is didactic and includes reviewing systemic thinking, and approaches/models with an emphasis on clinical application, (Human Validation-Satir, Emotionally Focused Couples Therapy-Susan Johnson, Transgenerational/Family Systems-McGoldrick, Structural-Aponte, Solution Focused-Berg, and Narrative-Madigan).

Approximately one third of the overall class time is highly experiential involving applying the models in interactive role-playing, case reviews, and conceptualization. Students will be applying the models in depth by reading, viewing cases, role playing, making treatment plans using evidence-based interventions, and writing and presenting case conceptualizations, and SOAP notes.

In the role plays students will be asked to role play different family members and rotate being the co-therapist/counselor. Students will be working with a co-therapist. In addition, students will be administering the Outcome Rating Scale (ORS; Miller et al, 2003) in the beginning and at the end of each role-play session and thus learn to integrate the client feedback for the next session. The class aims to provide a foundation for evidence-based practices in CFT. Students are observed for professionalism regarding cases. Feedback will be provided on areas of strength and areas of growth. Openness to feedback is important and flexible to discuss. Role-play cases are to be approached respectfully and discussed only in a setting like a classroom to ensure that there is professionalism.

About one third of the overall class time includes consolidation of information, and reflection on cases, models, and feedback, to be better prepared for family practicum. More of this will be discussed on the first day of class.

No text per se is required for the class, only suggested ones. Use your textbook that was used for your Intro Family Systems class to review the 6 models covered in class.

## **SUGGESTED TEXTS**

Gehart, D. (2018 or 2023). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont: Brooks/Cole. 3<sup>rd</sup> or 4<sup>th</sup> edition

Dattilio, A.E. & Jongsma, A.E. (Last edition). *The Family Therapy Treatment Planner*. 2<sup>nd</sup> ed. New York: Wiley.

Jongsma, A. E., O'Leary, D., & Heyman, R.E. (last edition). *The Couples Psychotherapy Treatment Planner*, 2<sup>nd</sup> edition. New York: Wiley.

## **SUPPLEMENTARY COURSE READINGS**

### **Transition from Individual to Family:**

Softas-Nall, B, Baldo, T. & Jackson, S. (1997). Facilitating the transition from individual sessions to systemic family sessions: Issues of supervision and training. *The Family Journal: Counseling and Psychotherapy for Couples and Families*. 5(3), 257-262.

### **Common Factors in Family Therapy**

Sprenkle, D.H., Blow, A.J. & Dickey, M.H. (1999). Common factors in Couple and Family Therapy. In *The heart and soul of change: Delivering what works in therapy*. Hubble, Mark A, Duncan, Barry L., & Miller, S.D. (Eds) Washington, DC, US: American Psychological Association.

Sparks, J.A. and Duncan, B. L. (2010). Common factors in couple and family therapy: Must all have prizes? In *The Heart and Soul of Change: Delivering What Works in Therapy* (2<sup>nd</sup> ed.). Edited by Duncan, B. L., Miller, S.D., Wampold, B. E., and Hubble, M. A. Washington, DC: American Psychological Association.

### **Evaluating Progress in Therapy**

Duncan, B. L. (2012). The Partners for Change Outcome Management System (PCOMS): The Heart and Soul of Change Project. *Canadian Psychology*, 42(2), 93-104.

Gerhart: Chapter 14 Evaluating progress in therapy.

Friedlander, M. L., Bernardi, S., & Lee, H.-H. (2012). Better versus worse family therapy sessions as reflected in clients' alliance-related behavior. *Journal of Counseling Psychology*, 57(2), 198-204.

### **Current Issues in Family Therapy:**

**Choose one that fits your case or find another one that fits your case:**

Olson, M. M., Russell, C. S., Higgins-Kessler, M., & Miller, R. B. (2002). Emotional processes following disclosure of an extramarital affair. *Journal of Marital and Family Therapy*, 28(4), 423-434.

Hertlein, K. M., & Webster, M. (2008). Technology, relationships, and problems: A research synthesis. *Journal of Marital and Family Therapy*, 34(4), 445-460.

Delmonico, D. L., & Griffin, E. J. (2008). Cybersex and the e-teen: What marriage and family therapists should know. *Journal of Marital and Family Therapy*, 34(4), 431-444.

Corley, M. D. (2006). Online infidelity. *Family Therapy*. Retrieved from [http://www.aamft.org/imis15/Content/Consumer\\_Updates/Online\\_Infidelity.aspx](http://www.aamft.org/imis15/Content/Consumer_Updates/Online_Infidelity.aspx)

Softas-Nall, B., Beadle, M. Newell, J. & Helm, H. (2008). Spousal Disclosure of Extramarital Relationships: Attitudes of Marriage and Family Therapists. *The Family Journal: Counseling and Therapy for Couples and Families*. 16(4), 328-337.

### **Ethics:**

**It is expected you will also consult guides to resolve ethical dilemmas.**

Lane, D. K. (2012). *The legal guide for practicing psychotherapy in Colorado*. Bradford Publishing Company, Denver, CO.

Bean, H., Softas-Nall, L. & Mahoney, M. (2011). Reflections on Mandated Reporting and Challenges in the Therapeutic Relationship: A Case Study with Systemic Implications. *The Family Journal: Counseling and Therapy for Couples and Families*. 19, 3, 286-290.

### **Developmental Family Life Cycle:**

**Required: consult for case conceptualization**

Carter, B. & McGoldrick, M. (2011). *The Expanded life cycle: Individual, family, and social perspectives*. Allyn & Bacon, A Pearson Education Company, Boston, MA.

### **Diversity:**

Softas-Nall, L., Cardona, B., & Barritt, J. (2015). Challenges and diversity issues working with multilingual and bilingual couples and families: Implications for counseling. *The Family Journal: Counseling and Therapy for Couples and Families*.

Softas-Nall, B. and Baldo, T. (2000). Dialogues within a Greek family: Multicultural stories of a couple revisited. *The Family Journal: Counseling and Therapy for Couples and Families*, 8(4), 396-398.

Softas-Nall, B., Baldo, T. and Tiedemann, T. (1999). Gender based solution-focused genogram case: He and she across the generations. *The Family Journal: Counseling and Therapy for Couples and Families*, 7(2), 177-180.

### **Family Model Articles and Research to include with the model papers:**

**Choose one article for each of your two models or find a newer one that is outcome-based. Articles need to be reviewed with models due early in the semester.**

### **Bowen:**

Charles, R. (2001). Is there any empirical support for Bowen's concepts of differentiation of self, triangulation, and fusion? *American Journal of Family Therapy*, 29(4), 279-292.

doi:10.1080/01926180126498

Skowron, E. A. (2000). The role of differentiation of self in marital adjustment. *Journal of Counseling Psychology*, 47(2), 229-237. doi: 10.1037//00220167.47.2.229



Hertlein, K. M., & Killmer, J. M. (2004). Toward differentiated decision-making: Family systems theory with the homeless clinical population. *The American Journal of Family Therapy*, 32, 255-270. doi: 10.1080/0192618049045667

### **Narrative Therapy:**

Androutsopoulou, A., Thanopoulou, K., Economou, E., and Bafiti, T. (2004). Forming criteria for assessing the coherence of clients' life stories: A narrative study. *Journal of Family Therapy*, 26, 384-406

O'Connor, T., Davis, A., Meakes, E., Pickering, R., & Schuman, M. (2004). Narrative therapy using a reflecting team: An ethnographic study of therapists' experiences. *Contemporary Family Therapy: An International Journal*, 26(1), 23-39. doi:10.1023/B:COFT.0000016909.51162.74

Etchison, M., & Kleist, D. M. (2000). Review of narrative therapy: Research and utility. *The Family Journal: Counseling and Therapy for Couples and Families*, 8(1), 61-66.

Silver, E., Williams, A., Worthington, F., & Phillips, N. (1998). Family therapy and soiling: An audit of externalizing and other approaches. *Journal of Family Therapy*, 20, 413-422.

Vromans, L. P., & Schweitzer, R. D. (2011). Narrative therapy for adults with major depressive disorder: Improved symptom and interpersonal outcomes. *Psychotherapy Research*, 21(1), 4-15.

Weber, M., Davis, K., & McPhie, L. (2006). Narrative therapy, eating disorders and groups: Enhancing outcomes in rural NSW. *Australian Social Work*, 59(4), 391-405. doi: 10.1080/03124070600985970

Ramey, H. L., Tarulli, D., Frijters, J. C., & Fisher, L. (2009). A sequential analysis of externalizing in Narrative therapy with children. *Contemporary Family Therapy*, 31, 262-279. doi: 10.1007/s10591-009-9095-5

### **Solution-Focused Therapy:**

Gingerich, W. J., & Eisengart, S. (2000). Solution-focused brief therapy: A review of the outcome research. *Family Process*, 39(4), 477-498.

Lee, M.-Y. (2007). A study of solution-focused brief family therapy: Outcomes and issues. *The American Journal of Family Therapy*, 25(1), 3-17. doi: 10.1080/01926189708251050

Kim, J. S. (2008). Examining the effectiveness of solution-focused brief therapy: A meta-analysis. *Research on Social Work Practice*, 18(2), 107-116. doi:10.1177/1049731507307807

Lethem, J. (2002). Brief solution focused therapy. *Child and Adolescent Mental Health*, 7(4), 189-192.

Reiter, M. D. (2007). The use of expectation in solution-focused formula tasks. *Journal of Family Psychotherapy*, 18(1), 27-36. doi: 10.1300/J085v18n01\_03

Santisteban, D. A., Suarez-Morales, L., Robbins, M. S., & Szapocznik, J. (2006). Brief strategic family therapy: Lessons learned in efficacy research and challenges to blending research and practice. *Family Process*, 45(2), 259-271.

### **Human Validation/Emotion Focused Therapies:**

Greenberg, L., Warwar, S., & Malcolm, W. (2010). Emotion-focused couples therapy and the facilitation of forgiveness. *Journal of Marital and Family Therapy*, 36(1), 28-42. doi: 10.1111/j.1752-0606.2009.00185x

Freeman, M. L. (2000). Incorporating gender issues in practice with the Satir growth model. *Families in Society*, 81(3), 256-268.

Buehler, C., & Welsch, D. P. (2009). A process model of adolescents' triangulation into parents' marital conflict: The role of emotional reactivity. *Journal of Family Psychology*, 23(2), 167-180. doi: 10.1037/a0014976

Bermudez, D. (2008). Adapting Virginia Satir techniques to Hispanic families. *The Family Journal: Counseling and Therapy for Couples and Families*, 16(1), 51-57. doi: 10.1177/1066480707309543

- Lee, B. K. (2002). Development of a congruence scale based on the Satir model. *Contemporary Family Issues*, 24(1), 217-239.
- Zeman, L. (2007). Parents' reactions to life after unfounded abuse investigations within a Satir change context. *Journal of Family Psychotherapy*, 18(4), 17-28. doi:10.1300/J085v18n04\_02

### **Structural Therapy:**

- Yang, L. H., & Pearson, V. J. (2002). Understanding families in their own context: Schizophrenia and structural family therapy in Beijing. *Journal of Family Therapy*, 24, 233-257.
- McLendon, T., McLendon, D., & Hatch, L. (2012). Engaging families in the residential treatment process utilizing family-directed structural therapy. *Residential Treatment for Children & Youth*, 29, 66-77. doi: 10.1080/0886571X.2012.643679
- Mitrani, V. B., Lewis, J. E., Feaster, D. J., Czaja, S. J., Eisdorfer, C., Schulz, R., & Szapocznik, J. (2006). *The role of family functioning in the stress process of dementia caregivers: A structural family framework*, 46(1), 97-105.
- Larøi, F. (2000). Treating families of individuals with traumatic brain injury: Presentation of clinical cases approached from a structural therapy perspective. *Journal of Family Psychotherapy*, 11(4), 69-78.
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### **Other 669 supplementary readings for use depending on role play cases assigned in class:**

- Doherty, W. J. (2001). *Take back your marriage: Sticking together in a world that pulls us apart*. The Guildford Press, New York.
- Gottman, J. S. (Ed.) (2004). *The marriage clinic: Casebook*. W.W. Norton & Company, New York.
- Johnson, S. M. (2005). *Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds*. Guildford Press, New York, NY.
- McGoldrick, M., Gerson, R., & Shellenberger, S. (2011). *Genograms: Assessment and intervention*. W.W. Norton & Company, New York.
- Minuchin, S., Nichols, M. P., & Lee, W. Y. (2006). *Assessing families and couples: From symptom to system*. Macmillan College Publishing Company, New York.
- Morgan, A. (1999). *Once upon a time: Narrative therapy with children and their families*. Dulwich Centre Publication, Adelaide, South Australia.
- Morgan, A. (2000). *What is narrative therapy: An easy-to-read introduction*. Dulwich Centre Publication, Adelaide, South Australia.
- Satir, V. (1991). *Conjoint family therapy: A guide to therapy and technique*. Science and Behavior Books, Inc., Palo Alto, CA.
- Satir, V., & Baldwin, M. (1983). *Satir step by step: A guide to creating change in families*. Science and Behavior Books, Inc., Palo Alto, CA.
- Satir, V., Banmen, J., Gerber, J., & Gomori, M. (1991). *The Satir model: Family therapy and beyond*. Science and Behavior Books, Inc., Palo Alto, CA.
- Selekman, M. D. (2002). *Solution-focused therapy with children: Harnessing family strengths for systemic change*. Guilford Press, New York, NY.
- White, M. (1995). *Re-authoring lives: Interviews and essays*. Dulwich Centre Publications, Adelaide, South Australia.
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**Juried articles by instructor in collaboration with doctoral student and colleagues at UNC, and frequently referred to in class**

- Motter, B. & Softas-Nall, L. (2020). Experiences of Transgender Couples Navigating One Partner's Transition: Love is Gender Blind. *The Family Journal: Counseling and Psychotherapy for Couples and Families*.  
<https://doi.org/10.1177%2F1066480720978537>
- Gall, R., Softas-Nall, L., & Eberle, K. (2019). All Families are Special: Experiences of Lesbian-Parented Families. *The Family Journal: Counseling and Therapy for Couples and Families*, 27(1), 58-66.
- Nyline, B., Softas-Nall, L., Peterson, E., Peake, M., & Jersin Woods, C. (2018). Inaccuracies in Facial Recognition of Fear and Sadness for Male Domestic Violence Offenders. *Journal of Social Sciences*, 6, 37-51. <https://doi.org/10.4236/jss.2018.62004>
- Tien, N.G., Softas-Nall, L., & Barritt, J. (2017). Intercultural/Multilingual couples: Implications for Counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 25(2), 156-163. <https://doi.org/10.1177/1066480717697680>
- Bean, H., Softas-Nall, L., Eberle, K., & Paul, J. (2016). Can we talk about stay-at home moms? Empirical findings and implications for counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 1(24), 23-30.  
<https://doi.org/10.1177/1066480715615631>
- Softas-Nall, L., Cardona, B., & Barritt, J. (2015). Challenges and diversity issues working with multilingual and bilingual couples and families: Implications for counseling. *The Family Journal: Counseling and Therapy for Couples and Families*.  
<https://doi.org/10.1177/1066480714548402>
- Softas-Nall, L., & Hanna, F. (2012). Counseling & psychotherapy with difficult clients/family members: An interview with Fred Hanna. *The Family Journal: Counseling and Therapy for Couples and Families*, 20, 1-5. <https://doi.org/10.1177/1066480712456830>
- Woodson, C., Softas-Nall, L., & Johnson, B. (2012). Family Chaos and Readiness to Change Problematic Alcohol Use. *Journal of Human Social Sciences*, 12(2), 19-28. ISSN 2249-460X <https://socialscienceresearch.org/index.php/GJHSS/article/view/275>
- Bean, H., Softas-Nall, L., & Mahoney, M. (2011). Reflections on Mandated Reporting and Challenges in the Therapeutic Relationship: A Case Study with Systemic Implications. *The Family Journal: Counseling and Therapy for Couples and Families*, 19(3), 286-290.  
<https://doi.org/10.1177/1066480711407444>
- Petrogiannis, K., & Softas-Nall, L. (2010). The Family of Origin Scale in Greece. *International Journal of Psychological Studies*, 2(1), 3-11. <https://doi.org/10.5539/ijps.v2n1p3>

- Cardona, B., & **Softas-Nall, L.** (2010). Family Therapy with Latino families: An interview with Patricia Arredondo. *The Family Journal: Counseling and Therapy for Couples and Families*, 18(1), 73-77. <https://doi.org/10.1177/1066480709356543>
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## **ADA and TITLE IX Syllabus Statements**

### **Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g., inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodation, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80. Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

### **Title IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title

IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

### **Confidential Campus Resources**

**Assault Survivors Advocacy Program (ASAP) Office** Located: 2<sup>nd</sup> floor of Cassidy Hall  
Office Phone: 970-351-1490  
Web: [unco.edu/asap](http://unco.edu/asap)

Hours: M-F, 9am-5pm  
24 Hour Hot Line: 970-351-4040  
Email: [advocacy@unco.edu](mailto:advocacy@unco.edu)

**UNC Counseling Center**  
Office Located: 2<sup>nd</sup> floor of Cassidy Hall  
Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm  
Web: [unco.edu/counseling-center](http://unco.edu/counseling-center)

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined. Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

### **Additional Syllabus Statements**

#### **Academic Integrity**

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

#### **Attendance**

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students'

absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

In my class all absences need to be approved prior to class whenever reasonably possible. Being consistently late for class, or late to return to class, may result in an unexcused absence. Each unexcused absence may result in a 1 letter grade deduction for the course.

### Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student *resources*, or to schedule an *appointment*, visit the website: [www.unco.edu/career/students](http://www.unco.edu/career/students) or for student *events*, visit: [www.unco.edu/career/events](http://www.unco.edu/career/events).

We are located:  
Office: University Center 1<sup>st</sup> floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

**It's never too early to talk about career!**

### COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

### Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).



Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

**Asian Pacific American Student Services (Cultural Center)**  
 924 20th St  
 Greeley, CO 80639  
 (970) 351-1909

[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

**Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)**  
 1410 20th St  
 Greeley, CO 80639  
 (970) 351-2424

[ChavezCenter@unco.edu](mailto:ChavezCenter@unco.edu)

**Center for Women and Gender Equity (Resource Center) & Stryker Institute for Leadership Development**  
 1915 10th Ave  
 Greeley, CO 80639  
 970-351-1492

[cwge@unco.edu](mailto:cwge@unco.edu)

**Center for Gender and Sexuality (Resource Center)**  
 2215 10th Ave., Campus Box 42  
 Greeley, CO 80631  
 970-353-0191

[gsrc@unco.edu](mailto:gsrc@unco.edu)

**Marcus Garvey Cultural Center (Cultural Center)**  
 928 20th St., Campus Box 41  
 Greeley, CO 80639  
 (970) 351-2351

[MGCC@unco.edu](mailto:MGCC@unco.edu)

**Native American Services (Cultural Center)**  
 924 20th St  
 Greeley, CO 80639  
 (970) 351-1909

[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

**Veteran's Services (Resource Center)**  
 1815 8th Ave  
 Greeley, CO 80631  
 970-351-1403

[timothy.nellett@unco.edu](mailto:timothy.nellett@unco.edu)



### **Food Insecurity**

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

### **Land Acknowledgment**

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

### **Writing Center**

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center).

**Name in Use/Pronoun in Use/Name Change:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

**Electronic devices:** All cell phones and pagers are to be turned off during class time. No text messaging during class. If a student has a particular need (is on-call for work or has children at home) he or she is expected to notify the instructor prior to the beginning of class so that accommodations can be made. Due to numerous student complaints, any student found misusing his or her computer will be asked to shut it down. Also, because taking pictures of PowerPoints is distracting to other students and possibly the instructor, please take notes rather than pictures. Taping of the class is not permitted. Not following any of the instructions may result in a significant drop in participation points.

Tentative Class Schedule-Instructor can make changes as class proceeds. During the first-class meeting adjustments may be discussed depending on number of students

Date	Activity	Assignments due
November 17  F 4-10	Introductions  Class overview and expectations  Systemic thinking  Family Developmental Life Cycles  Diversity in Systems  Ethical considerations  Model reviews in clinical application:  Transgenerational/ Family Systems-McGoldrick  Human Validation-Satir  Emotionally Focused Couples Therapy Therapy-Johnson	Review in advance: Links of three streamed model cases will be posted on CANVAS and emailed for review/watching prior to class. Pay attention to start of sessions, techniques, role of therapist, managing of family and couple dynamics, changes accomplished in session  Make notes of what impressed you per case  Review handouts posted on CANVAS
November 18  S 8-5	Role plays	
November 19  U 8-4	Co-therapy teams case presentations and treatment planning  Afternoon: Model summaries and reflection of models/cases, transitioning to systemic skills	Co-therapy Presentation  Model Summary and reflection due by 4pm
2 <sup>nd</sup> weekend		

<p>December 1<sup>st</sup> F 4-10</p>	<p>Model reviews in Clinical application: Structural, Solution-focused, Narrative</p> <p>Start role plays</p>	<p>Review in advance: Links of three streamed model cases will be posted on CANVAS and emailed for review/watching prior to class. Pay attention to start of sessions, techniques, role of therapist, managing of family and couple dynamics, changes accomplished in session</p> <p>Make notes of what impressed you per case</p> <p>Review handouts posted on CANVAS</p>
<p>December 2 S 8-5</p>	<p>Role plays</p>	
<p>December 3 U 8-4</p>	<p>Co-therapy teams case presentations and treatment planning</p> <p>Afternoon: Model summaries and reflection of models/cases, transitioning to systemic skills</p>	<p>Co-therapy Presentation</p> <p>Model Summary and reflection due by 4pm</p>